**AAC Pre-Referral Process**  
  
In order for a student to be successful with AAC, specific supports and practices must be in place in the classroom.  Many of these are listed in the OCPS ASD/InD Essential Elements Checklist.  Students need to have experience and practice with the following strategies before being considered for a referral for an AAC assessment.    
  
A referral to the AT Team for an AAC assessment would be appropriate once the following strategies and supports are in place, you see a positive change in the student’s ability to interact in his/her classroom, and the student's communication needs outgrow the available resources at your school.   
  
Data documenting pre-referral activities demonstrating success related to IEP goal(s) will need to be submitted with the referral paperwork.   
  
Forms can be found on the AT Team website:

<https://www.ocps.net/cs/ese/support/at/Pages/default.aspx>   
  
  
**Classroom Supports**:

* Visual supports for receptive language
  + Visual supports for classroom schedules and transitions, used consistently throughout the day
  + Area for student’s belongings labeled, allowing increased independence
  + Classroom rules are posted according to student need for size, symbolic representation, language, and location
  + Teachers wear and use lanyards with symbols to support verbal directions given to student
  + Symbol supported text
  + Task breakdowns (i.e. activity sequence strips)
  + Behavior supports for expected behaviors
* Visual supports for expressive language
  + Choice boards
  + Manual boards to support language structure
  + Student is given multiple opportunities to express self through preferred mode of communication (i.e. manual communication boards, low-mid tech devices)
* Instructional Strategies
  + Teachers use adequate wait time between asking questions and eliciting student responses
  + Instructional cues are delivered clearly, prompting is provided only as needed, and at appropriate level
  + Student is encouraged to use preferred mode of communication to show understanding during instruction and assessment

**Individual student supports:**  
\*\*\*(From classroom equipment and/or Speech Pathologist)

* Use available low-mid tech AAC devices
  + Eye Pointing Board
  + Choice Boards / Manual Communication Boards
  + BIGmack
  + Step-by-Step Communicator
  + Talk 4
  + On the Go or Communication Builder
  + Tech Talk/Tech Speak
* Individual visual supports
  + Student schedules
  + Behavior supports
  + Using appropriate level of representation (ex. real photos vs. Boardmaker)

Take advantage of available supports and resources:

* Workshops through AT team and FDLRS (face to face and online): Boardmaker, Visual Strategies, ECT, Intro to AAC
* AT Team monthly Happy Hour
* OCPS Boardmaker Share group for device overlays and other visual supports
* Wiki sites for visual supports, Story Grammar Marker, Pre-K, and Read It Again
* Quickstarts and other online print resources
* Musselwhite CD’s (reading, writing, and communication strategies for students with significant cognitive delays).
* Online trainings via vendors
* Software (i.e. Boardmaker)
* Every Move Counts (strategies for beginner communicators with significant cognitive delays).
* Guide to beginner communication (can be requested from the AT Team)
* Guide for introducing core vocabulary